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Child takes pride in seeing how much he can save in his new bank.
Mother tells others in his presence how much he has saved.
Principles involved: Suggestion, approval, substitution, coöperation and expectancy.

Practical Child Training

PART 14

EASY LESSONS FOR TEACHING MORALITY

By

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AMUSEMENTS

That it is absolutely necessary in a well-balanced mentality to insure your children of all ages sufficient really acceptable and enjoyable recreation, must surely appear as a foregone conclusion.

PLAY

Education is not only the acquisition of a certain number of historical facts or the ability to work out a given number of algebraical propositions. It is the preparation of the immature entity for the battle of life and for this it is absolutely essential to have a well poised, healthy personality. This is an impossibility unless work be well interspersed with congenial, happy play.

The question, therefore, resolves itself into:

- a. What forms of play constitute the

best possible physical and mental relaxation?

b. What will be the probable cost involved?

c. What will be the most attractive play in any given instance?

Roughly speaking, it is best to encourage outdoor recreations for both summer and winter, in preference to indoor ones.

THE COST

With regard to expense, in many cities golf, tennis, croquet, and occasionally bowling (without charge), may be indulged in in the public parks. Free playgrounds are also provided for small children, with balls, swings, parallel bars and trapeze. A story-teller frequently attends and tells fairy tales. The department stores also provide well equipped play-rooms for little children whose mothers are shopping. Private clubs are usually for adults. Adolescents are always welcome at subscription golf clubs. But it will be seen a considerable amount

of outdoor amusement can be had without cost.

For the young child, not many toys are needed, although during his waking hours the baby should have opportunity for unlimited play. His play is of a very much milder sort than that in which older children indulge, but it is reasonable to believe that it is just as beneficial to him and, indeed, it may be more necessary than is the play of later years.

In providing playthings for the child, remember that the simplest articles are the most interesting to him so long as he is obliged to lie or sit all of the time. For example, the clothespin, the soft ball, and other articles that he can lift and hold with great ease. A few such articles may well be tied to his carriage or crib. As he becomes older and plays alone on the floor, he will enjoy large, household articles more than toys that you can buy for him. He will be glad to handle the wash tub, the clothes basket, cooking utensils, the chair, etc. He will spend much time in feeling the rug and

carpet. If blocks are given him, they should be very large in size, so they can be piled up and knocked down.

OUTDOOR AMUSEMENTS

Regarding amusements, there are few days in the year when it is not possible for some time to be spent in outdoor recreation.

Your boy at seven years of age can during his summer vacation be turned loose every day after breakfast. Let him do his "chores" before breakfast; it is demoralizing for him to have no tasks at all during the long holiday weeks.

LESSON 1

AIM

To provide proper outdoor recreation for boy of eight.

DEFINITE INSTRUCTIONS

Vacation time, with its hot, stifling air and unlimited hours with nothing to do,

means real peril to the boy of eight unless provided with proper recreation. Let us assume that he is a vigorous youngster, full of fun and life, and that he is always getting into mischief unless he has something really worth-while to do.

SOME WORK

You must not for a moment think that Jack's entire time should be spent in play; he must have stimulating work also; carpentering or chores, going down town for mother and helping her in various other ways, preferably in the cool of the morning.

And then to the yard on the shady side, where the trees and shadows form a protected playground. Have here a sand-pile and small spade, shovel and rake; a swing under one of the substantial trees, and a hand-merry-go-round. Contrive means of intensifying Jack's interest in these devices.

Say, "Oh, Jack, let's play grocery. Here's the bucket to measure out things,

and here's a basket. Jean, you're supposed to be coming to Jack's grocery to buy some sugar and tomatoes and oranges. Here are some paper sacks for your sugar, Jack, and these stones are to be tomatoes and those are to be oranges."

When they become interested, leave them for the morning, and you may be assured they will think of many things which are new to you. They may gather the leaves and form a circus ring and do numerous stunts they saw at the circus last summer; they may get a heavy board and fashion a device on which to form a "teeter-board." Only be sure they do not play in the hot sun, and that they do not play too strenuously.

Let them play at ball.

"Now, Jack, you have been throwing the ball for Leta and she catches it with her two hands."

"I want you to try, Leta, to catch with your right hand only—the way Jack does; then, Jack, you throw overhead, the way the English athlete does."

"Leta, suppose you try to catch that high ball by jumping for it. That's fine." Encourage Jack and he will likely laugh and say, "Girls can't throw." "Now, both of you catch it. Throw underhand." (See ancient Greek statue of the disc-thrower.)

Jack should take a brief nap in the early part of the afternoon.

In the evening it is desirable for father to play baseball with the boy—being careful not to outshine him to such an extent that he will lose interest.

At all times encourage the right sort of companions to come to your home and join in Jack's sports. The boys may make a cave, and spend weeks digging it out in the back yard. Do not, for the sake of the yard, dishearten the boys. They should be encouraged in everything; never let the thought intrude on them that they are in the way when in the house. It is best to sacrifice the yard, the hardwood floors and the furniture rather than make your boy feel he is a positive nuisance.

COMMENTS

If the movements are practiced sufficiently to become habitual, not only will grace of movement and quickness of eye eventually result, but when the children later learn to play tennis, they will play well.

It is best for little girls to wear knickerbockers. They are perfectly free, then, to run or jump or climb trees as their brothers do. They will be healthy and will be absolutely free in their movements.

All children should learn to swim.

To foster a love of swimming in a seven-year-old it is better for the teacher to enter the water alone at first.

SWIMMING

"Now, children, I do not want you to come into the water yet. Just watch me have a little fun by myself. See, I am going to swim to that post in the lake. You watch me."

This saves terrifying them by dumping them into the water. You have aroused immense curiosity and a desire to do as the instructor does. If the water be cold teacher must not shiver and fuss. An immature child mimicking a delicate grown-up is truly repulsive.

Be brave about small things if you want bravery from your children.

Twenty minutes is a long enough time for a swim or swimming lesson. Do not let your children merely bob up and down in the shallow water. Teach them to be brave by encouraging them in their earnest attempts to swim. A quick, brisk dive, a swimming lesson, a swift run back to the dressing room, a brisk rub down with a very coarse towel, and, when dressed, a run on the sand to dry the hair, will be invigorating and healthful.

LESSON 2

AIM

To teach a child of seven to swim.

DEFINITE INSTRUCTIONS

HOW TO BEGIN

Teach the stroke as the children lie on the floor or bed before you take them into the water. Let it be thoroughly familiar to them. "One, two, three," arms and legs working rhythmically together. When you are in the water, say:

"Now, Sam, I'll put my hand under your chest. Strike out—one, two, three, that's right; don't hurry. A good swimmer never hurries. Now I'll take my hand away. The water will hold you up. Sadie, I'll do the same for you. No, one leg on the ground—for shame! Don't put your leg down the moment I leave hold of you. The water will hold you." Make them self-reliant. Every-

one must learn to swim. It is a vital necessity for everyone contemplating travel and the ordinary events of life.

If you do not swim and cannot take time to learn, let Sadie join the Camp Fire girls when she is old enough. They have regular instructors in the art.

Outdoor pleasures are limited and curtailed until swimming is mastered. Your children must learn to dive, also, and to swim in clothing. The earlier they learn it, the easier it will be for them.

Life saving, too, is a necessary part of sport, and is best taught by an expert.

Outdoor dancing is delightful; also pageant work, or an amateur presentation of scenes from "The Tempest," "Midsummer Night's Dream" or "As You Like It," provided there is a suitable place available.

The adolescent has a host of summer pleasures to fill the vacation days. But in the long play time see that two hours daily are given, if not to actual study, then to some form of intellectual occupation.

INTELLECTUAL RECREATION

"My son, you liked that essay we read on 'Roast Pork.' I've just found a life of Charles Lamb by E. V. Lucas that is very fascinating. Don't keep it too long, as I want to read it myself; but if you care to take it after luncheon (when I go to sleep), why, there it is."

He liked "Elia." You follow it up with a suggested volume, adding much to his general cultural outlook.

Daughter can do a little reading along the line of musical history. She will also, of course, keep up her piano practice.

CAMPING OUT

Camping out is a charming way in which to spend a vacation for boy or girl. Many good camps are conducted yearly by societies and schools for both boys and girls. The following example shows the kind of plays devised in a girls' camp of the best description.

"Tell me all about it," said Mrs. Old-

ham, as she admired the healthy color of her fourteen-year-old Lena's face. "You say you had the 'time of your life' camping out there at Bald Rock. What did you do?"

"Do? We did everything that's nice and nothing that's poky," said Lena.

"We got up before sunrise and took a run. It was fun to feel the air whiz past and get your lungs full of it.

"From Bald Rock we often watched the sunrise coming and ran down to breakfast hungry as wolves for fresh fruit and bacon and eggs.

"After breakfast we played tennis, rowed on the river and fished or swam. After lunch most of the girls took a nap. Those who did not nap, read or sewed. About three o'clock we went on a hike beginning by walking a mile and back from camp and going a little farther each day.

"After supper we danced folk dances or played some rollicking games until nine o'clock bed-time.

"One day we had a contest hike.

Miss Allensworth, our leader, you know, divided the dozen of us up into three groups, four in a group, and said, 'See that high bluff over there in the west? It is about three miles from here. On top of it are some wild roses. I want one group of you to get me some of those.'

"She pointed in the opposite direction and said, 'The finest fir cones I ever saw are under a great fir tree over there near a bend in the river.' Another group were detailed to fetch fir cones.

"The last group took the well-marked road to Parkville, nearly four miles away, to buy bread for supper. The group arriving in camp first were to be queens the next day.

"The groups cast lots to see which would go where, and it fell to Lottie, Ora, Inez and me to climb the bluff. What fun we had! We waded a shallow brook, climbed fences and scrambled over boulders. We found the flowers, but came home last. It was as much fun to be a slave as a queen in our crowd. Oh, we had such royal good times!"

COMMENTS

The wholesomeness of life in the open can never be duplicated in the city. This makes an ideal vacation for an adolescent girl if congenial companions and a trustworthy leader can be found.

These camps with boys and girls alone, sometimes prove to be too institutional. Routine is apt to be boring after a short time.

THE CHAPERON

The ideal plan is for mother to ask a group of congenial folk to join her brood and go to some attractive, woodsy place where the simple life can be lived and a fund of health and good spirits laid by for winter use. Choose a large, lively crowd and play together all summer. If any of the family are to be alone, let it be father and mother, to whom a quiet, second honeymoon may bring a winter without sign of nervous breakdown.

A fine married aunt or intimate of

mother's, possessed of a wealth of inexhaustible fun and good humor, makes an ideal chaperon—the kind that is a welcome addition and not a dreaded nuisance in all the fun and frolic. Such women exist.

Boy Scouting is a fine thing for boys. It encourages chivalry and makes for high ideals, which the boys actually live.

ARCHERY, TENNIS, BASKETBALL

Archery is good sport for boy or girl, being excellent for the development of accurate aim and adding grace and agility to a girl's figure.

Tennis is an excellent game, despite its tendency to increase the girth of a girl's ankles if indulged in too strenuously. If the daughter be inclined to over-slenderness, it is of less value, as it is a known reducer of adipose tissue.

Basketball in moderation is good for boys or girls, especially if played outdoors in summer. Let your girl play it; only see that if she is tired after play-

ing she rests and slowly sips a glass of milk, not iced. (Iced food ruins more digestions than will ever be realized.)

WINTER AMUSEMENTS

Winter amusements include skipping for girls, which is eminently desirable, as it cultivates splendid health and a graceful carriage. It is usually very popular with little girls. Roller skating is apt to degenerate into rough play and girls and boys should only be allowed to indulge in it in quiet streets. In a crowd it is a menace to pedestrians.

Coasting, if you live in a cold zone, is fine sport for children. Let the daughter indulge as well as the son. Let her be hardy, brave and vigorous. She can be as true a gentlewoman in after years without becoming that artificial and unpleasant product sometimes called a lady-like person.

Winter brings to the boy the joys of football. Of course it is dangerous, but you do not wish him to become a weak-

ened "sissy." Let his father see that he belongs to the *sanest* team in your locality.

PROBLEM

"My two-year-old son is an active, healthy child and has a large number of toys of all kinds but most of all he delights in climbing. He has had several hard falls due to his climbing and surely I cannot have the daily dread of a severe fall which may leave him crippled for life. I have given him lessons on not touching things he climbs on but he turns to something else and wants to climb on it, perhaps a pan or tumbler or the bed. Tell me how to control this habit and what toys to buy for him."

SOLUTION

From your description you have your boy under very good control. When you tell your boy not to climb up on a certain thing and he obeys, but soon turns

to something else and climbs on it, this result is only natural.

It would be very unwise to discourage all climbing, even though it is true, as you say, that it keeps one in a little suspense sometimes. Climbing is good for children and while it should be made very clear to your boy that he is not to muss the beds by standing on them and that he is not to climb certain other things from which you fear he may fall and which you specify, it is wise to tell him what things he *can* climb on. Let him climb up on square boxes if you have any on the premises. Have him climb up and down the porch steps in your presence. Have him go down hands first, sideways and every other way.

In other words, give him experience in doing things while you are near to make suggestions and teach him carefulness so that when you are not present, he will be in less danger because of his experience.

Take him for a stroll occasionally and let him climb up and down some hill.

This sort of co-operation in the thing he likes to do will simply win his confidence and make it easy for you to control his climbing on forbidden things.

Give him a reasonable amount of freedom. Do not discourage his standing on pans or any objects which do not take him far off the ground, because even if he did fall he would not very likely hurt himself to amount to anything.

Your boy will enjoy almost any toys that he can handle. A soft rubber ball is a very good plaything. He will get much pleasure out of a string of empty spools. A little box four feet square and a foot high partially filled with bright sand and a few tin vessels, such as a small dishpan, several bright tin cups and spoons would be fine for him.

You might make him a large stuffed doll and call it "Jack" or some boy's name. He can imagine he is playing with a real boy, which will give him much pleasure.

It is not necessary for you to buy much of anything for him. He simply

will enjoy anything that gives training to his senses. He should have plenty of large blocks which he can build and experiment with in various ways.

INDOOR AMUSEMENTS

Quiet amusements are many, but the objectionable feature of them lies in the fact that they usually require staying indoors.

RUNNING AWAY

Some little boys who are allowed to play outdoors in their mothers' yards, develop the naughty habit of running away. It may be sheer spirit of adventure and it may be that neighbors feed a child kept short of food all the time at his own home. It is a dangerous and annoying habit, and must be resolutely checked; not by scolding or nagging, but preferably in the following manner. Say:

"Austin, where have you been? Mother had arranged a lovely surprise

for her little boy, but now poor Austin cannot have it. You see, mother could not find him when she called him to her."

You must (on finding Austin has disappeared) make something for which he greatly wishes; a toy, or a cake, no matter what. Tell him of it as a surprise. Do not tell him what it was nor ever let him have it. He must learn by cause and effect. Cause: he ran away. Effect: he forfeited the surprise. This is a very effective way of stopping a trying and sometimes highly dangerous practice. But do not bid him good-bye in a lachrymose fashion each Saturday as if going to his funeral.

It is necessary to maintain a very firm attitude of expectancy when telling a child that he must remain within certain bounds. There is a psychological advantage in your making provision that if his ball rolls outside the bounds, or something of that sort, he may go outside for a moment, but advise him that unless he has some very special reason, he is to remain on the premises. Keep

close watch on him until you find out for sure that he can be trusted. If he forgets, do not call to him or scold him, as most parents do; simply have him come to you and after looking him squarely in the eye for a moment, tell him to play within the bounds you first suggested, as though you are absolutely certain that he will do as you bid him this time.

Boys and girls will both be the better for learning to fence. It is splendid exercise.

Boxing and wrestling are worthy sports for any boy. Encourage all manly plays. Wholesome exercise rarely fails to diminish vicious propensities.

How many parents realize that it is the contrast of outside brightness with home repressions that causes so much misunderstanding. Narrow-mindedness and soul-sickening restrictions on the part of mother (who never gives her lad "his head"), are the chief factors in the production of cigarette smoking, drinking and worse vices. Make home the most

attractive place and this will insure fewer social tragedies.

PROBLEM 1

“Our little boy is about three years of age. What can we do to prevent him from running into the street? He has plenty of ground on our property to play in, but the minute we turn our backs he runs away. If you run after him, he runs so much faster.”

SOLUTION

With a child of this age, it is really better to have a fence for the boundary line because it is almost too much to expect a child so young not to cross an invisible line.

You might, however, have a place in your back yard, perhaps twenty-five feet square, for him to play in most of the time. In this plot have a sand box, tools and other playthings. Make this spot really attractive to the child and have

it marked off clearly so that he can easily see the boundary lines.

Do not try to get the child to promise that he will not run away. Children so young promise things often when they scarcely know what they are saying and the practice of making them promise tends to cause untruthfulness. This method also has a tendency to weaken obedience.

Simply tell the child where he is to play. Go out to the yard with him, walk around the boundary line inside of which you are willing he should play, saying, "You can play clear over as far as the rope this way and clear over as far as the rope on the other side. Won't that be a fine playground?" Then say in a low, confidential tone, "Maybe I'll give you a bigger place to play in tomorrow. I shall expect you to play right in here today. Don't go outside the ropes without asking father. You'll have a good time, won't you?"

Watch the child very closely at first and the moment he oversteps the line,

walk very slowly out in the yard—don't run after him—have him come directly in front of you, and, looking him straight in the eye, say, "Robert, from now on, you are to play inside of these lines. You must not go outside without asking father. Let's go and see what we can make with the sand and blocks."

The most natural thing for parents to do is to yell at the child and tell him to come back in a fault-finding way, or whip him or tie him. But these methods are sure to have a bad result. The best way is to speak confidentially, though firmly.

After teaching the child to respect the boundary lines of the small plot, which you use as a testing ground, you may gradually increase the size, so long as he proves worthy of trust, until the outside boundary line is the sidewalk or edge of the street. If he becomes lax, narrow his border lines until he can again be trusted to stay within them.

If all children were given proper and much-needed early lessons in self-control,

the State would not need so many reformatories and jails.

PROBLEM 2

“Will you please tell me what to do with a boy ten years old who won’t stay at home? All he thinks of is going. When he finishes his breakfast, if I don’t keep close watch on him, he is gone. We are good to him and get him everything he asks for or needs, but he likes to roam all over town.”

SOLUTION

Your boy thinks he gets more pleasure going away from home than he does at home. That is the principal cause of his wanting to go all the time. Therefore, it would be a good thing for you to learn what he does away from home that is so fascinating. Does he fly kites? Does he engage in active play? Make it a point to talk to him and his playmates in a friendly way. When you discover what

interests him most, perhaps you could introduce something of a like nature at home, which in connection with your own encouragement and friendly co-operation would keep him at home in a most natural way.

He should devote at least a part of each day to certain regular duties—not merely for the sake of the things accomplished, but for his own good. The performance of duty is wholesome. Get him to make you some flower boxes or something of the sort for you which requires the use of tools and thus you will have an excellent opportunity to approve him on his ability and his industriousness. Show some enthusiasm. Don't merely say, "That's all right." Laugh with him. Admire his work. Offer suggestions, all tending to make him like the work. At first, it is advisable not to mention points that could have been improved but put all the attention on the good points.

Instead of keeping such close watch on this boy after breakfast to keep him from running off, change your plan a

little. That is, simply arrange to have him speak to you before leaving the premises. Have him tell you also where he is going. Then when you know this, you can grant him the privilege or not, just as you see fit, and under this arrangement you will have more control than under your present plan.

Some day just after you have been having a good time with him or have shown him some appreciated consideration and he is in good spirits, talk somewhat in this fashion: "Harold, I have a new plan that I want you to help me carry out. If anyone should come here to see you and you couldn't stay long, and you did not happen to be at home, I would want to know exactly where to find you so that you and the visitor would get to see each other. Then, too, I might want you to do something for me or I might want you to go with me somewhere and I would want to know just where you were. So starting with tomorrow morning, I shall ask you to come to me before leaving the yard, and tell me

where you are going. You can remember this, can't you?"

When trying to gain control of a boy who is out of control, don't go too fast. Bring him back into control gradually. Gain one little point at a time and be absolutely firm. Don't argue with him. Simply tell him in a calm way what you want. If he forgets, or for any reason fails to obey, treat him in a friendly manner, and at the proper time, announce to him again, deliberately, what you expect.

PROBLEM 3

"My six-year-old boy lights matches—has a regular mania for it. The habit started when he first found an attractive match-box at the home of a relative. He lights matches when I am not near because he knows that I would not allow him to. Twice he has set the curtains on fire and I fear that sometime when I am away he may cause the house to burn up. Is hiding the matches the only solution? I have tried burning his fingers

slightly and punishing him in other ways."

SOLUTION

No, hiding matches is not the only way to deal with your problem, neither is it the best way or even a good way. Burning the child's fingers slightly might possibly serve as a cure if the habit were that of trying to burn some member of the family, and provided also that this punishment would follow immediately each offense, but in your case, this method is certainly not advisable.

Substitution will help you with this problem. A boy who is generally mischievous should have an abundance of physical and mental occupation of a wholesome nature to keep his mind off mischievous things. But this alone will not be sufficient. Your boy needs to be dealt with directly on the point of playing with matches.

To keep this child from getting and playing with matches secretly, he should

be indulged in the very thing that he likes to do, but under your supervision. Let the child light a few matches in your presence. Even go so far as to command him to light a few. The more often you tell a child to do the very thing he likes to do, the more power or influence you will have over him when you undertake to check his undesirable activities.

Of course, while you are indulging him with the matches, it is advised that you lodge certain necessary precautions firmly in his mind. You will not need to worry about the matter of his listening to you because you have his confidence. You are co-operating with him.

Give him a little lesson. Place a few articles, such as clothing or papers, on the linoleum in the kitchen. Also have at hand a small candle. Then call the child into the kitchen, using words like the following: "Harold, come here—I want you to light a candle for me." When he enters the door, you should sit down on a chair in the center of the kitchen. Have him come to your knee.

Then say, "Get the pretty little red candle over there on the table and bring it to me. That's it! Now I have a match here in my hand. I shall want you to light this little candle in just a minute.

"Before we light a match, we must have everything out of the way, so that nothing can catch fire. Pick up this coat lying here and hang it on the chair way over there. Now take those papers clear away, too. You know when we light a match we must have everything out of the way so that nothing can catch fire. Now we are ready. Take this match, and light the candle."

If the child does anything wrong about lighting the candle do not find fault. Simply say, "Now wait, I will show you how to do that—see—just like this—now you try it." Blow out the candle two or three times and let the child light it again by giving him more matches, one at a time. Four or five matches would not be too many for this first lesson. Before he lights the last one, let

him know beforehand that it is going to be the last. Say, "All right, we'll light it just once more now and that will be all for this time. This will be the *last*."

After he has lit the candle and it has burned for a minute or so, blow it out, rise from your chair and assume that the play is all over. Say, "Wasn't that fun? We shall have to play that game again sometime. Maybe we can do it tomorrow. I will let you light the candle again then; you must not light any matches without asking mother. Whenever you want to light a match, just come to mother and she will tell you whether you may or not. Won't we have fun tomorrow when we light our little candle again?"

Now, if he should come to you to ask you if he can light a match before tomorrow, I advise that you indulge him this first time even though it is not altogether convenient, because the fact that he asks you will prove that you have gained a point with him. You should reward him for this, thus encouraging him to ask you

in the future. If you were to turn him down the first few times he asks you, he might return to lighting matches in secret. Of course, after a short time you will have him in the habit of obeying you so that you can decide either way without any bad effect.

Hang your match-box wherever it is convenient for your own use. Command him occasionally to put a match back in the box for you or to get one out. Also, call him now and then to strike a match for you when you need one. With this kind of management, he probably will stop lighting matches in secret, altogether.

CARD PLAYING

Do not make the mistake of telling your children it is wrong to play cards. As a matter of fact, so far as the game itself is concerned, there is no more harm in playing cards than in playing checkers, crokinole, dominoes or any other game. Of course, you should advise your chil-

dren that it is wrong to play any game for money and that they should not visit all places in which cards are played. In other words, make clear the proper distinctions in your child's mind as to what is right and what is wrong. This is of first importance.

Children should be taught not to frequent public places where profanity or vulgar language is used, just as they are taught not to visit saloons, on the ground that it is not healthy from any standpoint.

BILLIARDS

A wonderful mother in a certain country town saved enough money to buy a billiard table. Her popular home fairly drove the saloon out of business, besides being the means of keeping her own five boys at home nights until they left, one by one, to be married.

This mother kept open house, giving cheery but inexpensive little treats every time a boy came in. Really hospitable,

she understood to perfection the art of making strangers welcome.

She reaped her reward for such self-sacrifice and much anxious thought by bringing her boys to manhood with stainless honor, each adoring her like a young lover.

Photography and sketching are good fun, winter and summer. Encourage views of places as well as of people.

THE THEATRE

Theatre-going is a much discussed question. There can be no objection in taking a little boy or girl of ten years to see any of the old light operas of Gilbert and Sullivan, a performance of "As You Like It," "Peter Pan," or "The Blue Bird." A matinee is preferable to an evening performance and two visits to the theatre in a winter are quite enough excitement for any little one.

Take the children to tea at a tea-room after the play, but not to an over-heated

department store or cheap eating place. Give them a light festal tea of delicate sandwiches, dainty cakes and hot chocolate. This will be good for their stomachs and make the occasion a real treat.

Boys and girls of fifteen may well have four theatre trips in a winter, two before and two after the holidays.

Shakespearean plays, the plays of Barrie, genre comedies such as "Peg o' My Heart," "Buntie Pulls the Strings"; the grand operas of "Lohengrin" or "Die Meistersinger," "Hansel and Gretel" or "Königskinder"—all these would be appreciated at any age.

Problem plays are rarely artistic. When a problem play is tolerably artistic, as in the fine, realistic work of Ibsen, Sudermann, Pinero, Galsworthy, it is beyond the grasp of adolescents and is best not seen until the twenty-first year is past.

Concerts are apt to be over-long for children under fifteen, unless the children are exceptionally musical. A short song recital by a great singer may appeal.

MOVING PICTURES

The taste for moving pictures has to be reckoned with. If the pictures are well put on, do not flicker unduly (which is exceedingly bad for the eyesight), and are wholesome, amusing and clean in subject, a visit once a month may be permitted. But the atmosphere of moving picture houses is usually very bad, with little or no ventilation, and they are, therefore, hotbeds of "colds" and other diseases.

EXAMPLE

Mrs. Darst and Mrs. Bowling were talking about taking their respective sons, Joseph and Christopher, aged seven and eight years, to the moving pictures.

"Joe's eyes trouble him," said Mrs. Darst, "and the doctor says it's the movies. He says it's hard on the eyes to watch the pictures."

"Sure it is," said Mrs. Bowling, "and the air in the Apollo (theatre) is al-

ways so foul. Our doctor told me if Chriss was to get strong fast after the fever he had, he'd have to live out of doors—we must quit going to the movies so much.”

Joe and Chriss stopped wrestling long enough to hear this front-porch chat of their mothers.

They darted round to the back of the house, where they first pouted, then pondered, then planned concerning this “unfair” decision their mothers had reached.

The next morning the team of Mr. Darnell, the village transfer man, was missing. So were Joe and Chriss. Mr. Darnell stated that he had often allowed those boys to ride his horses as he led them to water.

Before night the boys were found on the horses in a village twelve miles away.

When they had returned and Joe was in bed Mrs. Darst, heart-broken and wretched, inquired of him, “Why did you do it, Joe?”

“We saw some fellows take some horses in the movies and they had a bully

time, so we thought we'd do it," was his illuminating statement.

COMMENTS

This only shows that unless parents are most careful to see that the pictures are unobjectionable, much harm may accrue from indiscriminate "movie mania." In addition, the perpetual craving for theatrical excitement is demoralizing to children of any age. Home is the very best place, and no effort should be spared to make it appear so.

Substitute some outdoor pleasure, fishing or photography, and the charm of the films will perhaps be superseded. If this is impossible, let it be understood that no one goes to a moving picture theatre more than twice a month.

Picture galleries and museums are very attractive to children, provided you do not insist on their seeing too much in too short a time. This produces the mental indigestion from which the "Cook conducted" little school teacher suffered

who informed you the Uffizi gallery was in Rome!

Let your boy spend his whole time before the stuffed lions if he desires it. Do not try to improve his mind, when you see his attention turned to thoughts of dinner. Many a child is bored to actual tears by would-be illuminating caretakers.

Too many parties are very bad for children. The evening entertainment is detrimental to their health and the perpetual gaiety makes them blasé and disagreeable. Encourage a party at home rather than one at the house of an acquaintance.

PARTIES

"Father has had to spend a great deal of money lately in his business and mother cannot afford to let you go to Flossy's party if you have one at home. Which will you choose?" Dale votes for a home party; Jessie wants to go out.

"If we have a party it shall be on

Jessie's birthday. How will that do, Jessie?"

Jessie will now give in, as it will make her birthday more important. Give her an especial treat, strive always to show that home affords more real pleasure than any other place. You will then keep it as a criterion in amusements as it has been in all our other lessons.

Some parents who object to dancing still allow the old kissing games. They *must* be prohibited. Promiscuous kissing is not only disgusting but unhealthy, and dangerous to adolescents, inflaming their budding passions.

Have some Virginia Reels, old Scottish dances and Irish jigs. All these dances are lively, historic, full of real rhythmic charm, and they will appeal to young people. Have a professional story-teller if you invite many small children.

PARTY PLANS

A prettily planned supper is a greater treat to adolescents than the ordinary

refreshments which consist (as they usually do) of ice cream and cake. Decorate the table appropriately. Young people enjoy the festive appearance and the trouble will be well repaid.

If you can so arrange it, little tables are far prettier than one large one. You will be able to find many excellent menus in current issues of the leading magazines.

There is a tendency in all children, the very young and those in the years of adolescence, to wish to roam the streets after dark. It is deplorable and unsafe from every point of view. The most careful people naturally shun a girl allowed to practice it, as the ensuing example aptly illustrates.

OUT AT NIGHT

Chloe Parsons, aged sixteen, came home from high school. Her mother saw at once there was something amiss.

"What's the matter, Chloe?" asked her mother.

"Everything," pouted Chloe. Mrs. Parsons waited for her to continue. "The teachers are cross and the girls don't treat me right. I guess I don't want to go to school any more."

On inquiry, Mrs. Parsons found that enough hints had been dropped by the girls to enlighten Chloe as to the cause of their displeasure—someone had spitefully remarked,

"Chloe Parsons is on the streets a good deal these days."

Gossiping tongues rolled this over until it was woefully exaggerated and finally came between Chloe and some of her dearest friends.

Mrs. Parsons found a simple remedy. She spent her evenings with Chloe thereafter, helping her with her lessons and sending her early to bed. Her school work improved and the girls took her back into their friendship.

The adolescent child is passing through a physical, mental and moral upheaval. Physically, a child of this age needs a long night's rest. The mother who is

far-seeing deprives her child of the so-called pleasure of late entertainments in order that she may have the greater pleasure of perfect health.

During this super-impressionable age children often ostracize some one of their number, merely following the example of a leader. Such ostracism is cruel, and even in a case where a girl acts foolishly is unnecessary unkindness. The fact of being alone tends to increase a girl's defiant attitude by piquing her pride.

PROBLEM

"My boy, twelve years old, is beginning to want to stay out and go to the moving pictures in the evening and my rule has always been, 'In the house at eight o'clock and to bed soon after.' Do you think the pictures demoralizing to boys and girls of this age as well as a drawback to their school work?"

SOLUTION

Yes, I do think that a great many pictures are demoralizing to boys and girls

of twelve and to adults for that matter. However, when a boy like yours has already formed a liking for the pictures, I think that the best policy is to take the boy personally to the show once every week or so and put the emphasis upon the good points so that the undesirable parts, being observed with you and in connection with your slurring conclusions about those parts, will not be so harmful as if he were in the midst of poorly educated boys of his own age. He will not object to going with you if you help to explain the pictures to him and see that he has an enjoyable time.

If he is not accustomed to go with you, it may be well to introduce the matter in this way, "What do you think of this? Let's go to the picture show together next Friday night and see how many ideas we can get to try out here at home the next day. Maybe we could see a wild west show and find out how the cowboys lasso the steers and then we could make a lasso at home and have some fun. Shall we do that?"

Make him like to go with you and then when he asks to go again, if it is too soon after the last time you can put him off a few nights by saying, "Let's wait till Friday night so I can go along. We can have so much more fun when we go together." If he asks you why you can't go before, you can tell him truthfully, no doubt, that you have several things that you wish to do first.

LESSON 3

AIM

To keep a boy of eighteen at home at night.

DEFINITE INSTRUCTIONS

If Owen stays out unduly late one night, sit up for him. Do not cry; do not speak fretfully. Do not whine or nag or preach. Never let him see the wires you pull. When he returns you may say:

"Owen, it is late, dear. I am rather tired waiting up for you. Hurry to bed now. I thought you would be unhappy if you missed your mother's kiss."

Follow this plan the first night he disappoints you by a late return. If another comes soon, provide some enjoyable comfort for him, increasing on other occasions the magnitude of your service until he ceases these late returns and comes to respect your wishes.

Never say, "Where have you been?" That is asking him to lie, for all men are nervous and irritable when they have been acting foolishly.

Your being tired will make him feel very remorseful; but he will only mutter: "Sorry, mother. Didn't think it was so late. Earlier next time."

Answer cheerily, "That's all right, son. Come to bed now."

Treat him as if nothing had happened. If it *has* happened—that boy will hide his face in the pillow and sob his resolution to please you in the future.

. . . But it will be after you have shut the door.

AN ATTRACTIVE HOME

There is one remedy and only one for these troubles. *Make home more attractive than any other place.*

If your girl is a good pianist, have a really good piano in the living room. Do not become nervous and irritable if she and her friends regale you with rag-time and the latest insipidity for four solid hours. If they dance—any kind of a dance at home is better than the best which the public dance hall can afford.

Give them hot chocolate before they leave or a cup of clear soup. This is a feature culled from European social custom, and is very attractive to the younger set.

If you can afford it, buy a pool table. There is a half size that will fit an ordinary dining table. It will be a magnet for every youth in the place. By its aid you can humanize many a wayward boy. Give the boys "eats" before they go

home. If at first they use expressions that offend you, do not rebuke them. *You are fighting greater evils.*

Dancing is a good amusement for winter days. There are many delightful dances both Spanish and old English that are quite charming when performed by little children. Traditional themselves, they are danced to lovely old folk melodies, also traditional.

PROBLEM

“My nine-year-old boy is beginning to want to stay out at night. He knows that I do not want him to but lately he has been promising to be in the house by eight o'clock and not actually getting in till ten or after. I always sit up till he comes. Please tell me how to manage him.”

SOLUTION

One thing absolutely essential for you to do is to make unmistakably clear

to this boy that you simply will not tolerate his being out till ten o'clock.

The next time he is out late, go to bed whenever you get ready. If it is your custom, say "Good-night" to him when he comes to bed. It will be natural for you to use a tone that suggests you are worried or "put upon" but this would have an undesirable effect upon the boy. Say "Good-night" in a natural, friendly way, which suggests that you are calm and have absolute control of yourself.

Most parents in a similar case make the mistake of "lining up" the child immediately after he reaches the house. They invariably scold the child and show that they are disgusted. On account of this fact, the child argues with the parent or if the parent shows a great deal of temper and is not inclined to allow the child to argue, the child is antagonized and in most cases, he will disobey again, partly to convince the parent that he used the wrong method. Children are easily disgusted with wrong methods.

But *do* something the next morning. To let the incident pass altogether, simply would be foolish. The next morning soon after breakfast, when you and he both are in a good mood, ask him in a friendly manner to come into the other room with you. Point out a chair for him to occupy and you take one, pulling it up within about three feet of him. Consciously keep yourself relaxed and maintain as natural an expression on your face as possible. Now in starting to talk to him, make every word count. *Take your time.* Pronounce each word slowly. Say something like this: "This morning, I have something to tell you. I want you to remember it all your life. We do all we can to please you. We do the best we know how. We want to do even more in the future for you. I am not going to scold you for anything you have done in the past or for what you did last evening but it must never, *never* be repeated. So long as you remain in this house and we treat you like a respectable son, it will be necessary for you to do what we ask

of you. We shall not ask what is unreasonable but after this, you are to be at home by half-past eight. We shall expect you in by that time every evening. You are to remember this. We are going to treat you right and you are going to treat us the same way. This will be a much better way to get along." Rise from your chair and prepare to go to your work. Make it a point for a few days to show favors to the son frequently and make him like you better than ever before.

If a second talk is necessary, do not lose your temper but be more firm in letting him understand you will not tolerate further repetitions. Your husband should strongly co-operate with you in using this method, especially if you are obliged to deprive him of certain privileges which he would like better than his evenings out.

Then, when he stays, make pop corn and fudge in the home occasionally. Arrange evening programs during the day. Invite friends every few evenings. Have

the boys play active games and co-operate with them.

Get this boy interested in taking care of pigeons or rabbits or chickens. He needs to have things of a wholesome nature to occupy his mind during the day as well as night. Take walks with him out with nature. Make a closer pal of him and then you can more easily influence him.

SYMPATHY AND ALTRUISM

“Tout comprendre, c’est tout pardonner.”

—*French Proverb.*





This shows the result of confidence between parent and child. Children actually love to obey their parents after their confidence really has been won. The proper ways to gain confidence in different aged children are described in detail in the Course.

SYMPATHY AND ALTRUISM

A sympathetic person, even that unlovely substitute, a good mixer, has the world at his feet. Sympathy is a quality requiring cultivation in a young child, not being by any means one of the earliest to develop, as it implies understanding. "To understand all is to forgive all," says a wise French proverb. To understand how the other fellow feels is to sympathize.

SYMPATHY DESIRED

Association with others is necessary for an adequate understanding of their feelings and desires. Sympathy is frequently supposed to denote genial pity for a person who suffers; this, however, is a narrow conception of a virtue which is ascribed to an individual who is as quick to rejoice with others, as he is swift

to share their sorrows. Sympathy is a necessary quality in a child if he is ever to realize another's viewpoint and so discover what kinds of conduct are most generally pleasing. It is quite possible for a child to grow up in a large family, mingle with many companions and yet be unsympathetic with his fellows, should he be so unlucky as to inhabit a loveless home.

This chapter, then, will indicate methods whereby a child's experience may be enriched by that expression of mutual interest and love in every intimate affair of daily life, which we call sympathy.

A most valuable reaction is possible between a child and the others whom he daily meets. If he becomes sympathetic he adds that much to the sum total of human happiness; if he devotes his effort to the service of others, his own nature will ripen in the process and a fine character will ultimately be built up.

Your child brings with him into the world inherited traits of protective selfishness. This characteristic in primitive man

provided for the survival of those best adapted to perpetuate the race.

Your child, deprived of instinctive self-interest, could not, at this day, live long. The march of progress, intellectual and moral, the civic obligation necessary to life as expressed in civilized countries, where a ripened understanding of the best has directed his impulse so that the individual can continue to live, enable him, at the same time, to work with and for his fellows in a spirit of loyal love.

NEEDS CULTIVATION

It is the solemn obligation of parents to lead their children from the bleak, selfish attitude of the untaught natural child, to an attitude of interest and love for his fellow man, the primitive instinct being restricted and room thereby made for the development of those social, protective instincts, which we call unselfishness, politeness, courtesy and brotherly love.

Your training in sympathy must be

almost wholly positive in character. Do not try to suppress selfishness; let the selfish impulses be curbed by gradual elimination, through building a tender and kindly nature, giving abundant exercise in doing those acts which belong to a sympathetic person.

Do not attempt to teach altruism, kindness and generosity by talks on these themes when concrete acts are the main point of interest. All discussion of these subjects, to be reasonably profitable, must grow out of a concrete instance.

SYMPATHY WITH THOSE WHO SUFFER

Injuries afford splendid opportunities for setting worthy examples of true sympathy. It is most important that children should learn to say, "I am sorry," if they break each other's toys, or commit some social blunder. Omission of these little words indicates an unsympathetic attitude, also much carelessness along the lines of social training on the part of the mother.

EXAMPLE

SYMPATHY TAUGHT IN PLAY

Mrs. Swain wished to teach her little girls, Miriam, aged six, and Eva, aged four, to show sympathy and courtesy to those whom they had injured or in any way inconvenienced. In order to drill them in this she made a little game of it.

"Let us have a little game, children," said Mrs. Swain. "Eva, you sit here in this chair and hold your doll. Now, Miriam, you take a chair and place it near hers. Let the chair knock against the one on which Eva is sitting and when the chairs strike together, say: 'I beg your pardon. I am sorry.' When she says that, Eva must smile and reply, 'I didn't mind.'"

When they had finished this constructive play, Mrs. Swain told them to exchange places and play it over again. The next day she varied the game by having one of the girls seated and then asking the other one to stumble against

her, when the same words were used as before. The game was changed somewhat every day, but the same expressions were used so that the children learned to understand the use of the phrases they were employing.

One day Mrs. Swain went to call upon her friend, Mrs. Nicholson, whose little daughter Lola showed Miriam her doll. Accidentally Miriam dropped the doll and broke its head. She immediately said, "I am sorry," and Lola tearfully tried to go on playing.

When they returned home Mrs. Swain took Miriam to a store and had her select a doll head as nearly as possible like the broken one. On the following day Miriam was happy to give this new head to Lola to replace the one her carelessness had destroyed.

Mrs. Swain begged Mrs. Nicholson to allow Lola to accept the gift for the sake of Miriam's training.

Children should be taught to say, "I am sorry" when they have inconvenienced anyone. The words themselves stimulate

a proper feeling. Children should also be taught that mere words are insufficient when they have caused someone to suffer; that definite action—restoration of articles broken—must follow, or the courtesy is an empty phrase.

LESSON 1

AIM

To teach a child of eight years sympathy for an injured person.

DEFINITE INSTRUCTIONS

When the boy suffers from a severe fall down the stairs, gather him into your arms. Do not cry with him. Kiss him and say: "Mother is so sorry, dear, but we must not cry. Here's the peroxide to clean the cut so none of those naughty microbes father showed us under the microscope will hurt you. There! Now for the 'Nu Skin.' What a fine thing it is for us that we live now, isn't it? Think of the brave knights of old who

bore their dreadful wounds so bravely with no nurses to help them with medicines. They never cried at all. That's right. There's a brave little knight trying to smile."

You might at this time tell the story of Sir Philip Sidney's death at Zütphen as an example of sympathy.

COMMENTS

You have frankly recognized the boy's injury, and at the same time supplied genuine relief. Both these acts evince true sympathy.

LESSON 2

AIM

To arouse sympathy for an unfortunate one—child of nine.

DEFINITE INSTRUCTIONS

You and your child approach a poor little crippled girl on your walk.
"Wouldn't it be fine to help this poor

little girl? I'm going to give her a quarter. She looks so cold and hungry."

Daughter: "But I have only one nickel left, mother."

Mother: "Yes, you have spent all the rest on yourself. How tired the poor little girl looks! I am going to give her my gift."

Daughter: "Well, I will give her *mine* too!"

COMMENTS

The little girl reflected. Realizing the other child's misfortune, she understood the need of help. Do not give her another nickel. True sympathy, like real charity, is giving away something for which we have actual use.

True sympathy is very near to love. If your child realizes that love is the motive power of the home, he will learn to be quiet when someone is sick, because to make a noise would hurt the invalid.

LESSON 3

AIM

To teach a child of twelve to be less noisy when there is illness in the home.

DEFINITE INSTRUCTIONS

NOISE HURTS

"You know Effie has the grippe, and it makes her ache all over her little body, just as your tooth ached last fall. Now when you bang doors, it hurts her as your tooth did when you bit on it by mistake. When motors and horses go past hospitals, a notice-board warns them to drive slowly. That is because all the sick people (never mention serious diseases to children) would be dreadfully annoyed if they rushed by with galloping hoofs and tooting horns. So now, mother knows you'll take your trumpet out of doors to play and shut the doors gently. Then we will soon have Effie well and playing with us again."

Beware of sentimentality.

Mrs. Smith let Flora visit the sick

with her to teach her sympathy. Flora became an arrant little gossip, spuriously sympathetic, playing hospital, prattling of diseases until her father, in disgust, packed her off to a Junior Republic, "to learn common sense."

Mrs. Smith acted foolishly. There are plenty of wise ways to inculcate sympathy in the home, without risking a little child's health and spirits in sick rooms.

Watering the plants is a sweet duty when the child is old enough to handle a watering pot safely. Feeding the pets is another delightful task.

LESSON 4

AIM

To enlist the sympathetic care of an eight-year-old child for plants and animals.

DEFINITE INSTRUCTIONS

Seizing a favorable opportunity, call the child's attention to the needs of the plants and pets in the home.

"You will remember I have to water the geraniums and to put the aspidistras in the bath-tub. They get so thirsty. And 'Lion' must have his biscuit and bones before dinner.

"Do you get thirsty like the plants on your way home from school? I heard you say only yesterday, 'I can't find an apple any place—Gee! It's tough.'"

A SMALL TASK AT FIRST

Assign a small task on the first occasion. Then skip a few days unless the child voluntarily requests the privilege of attending to some of these pleasant matters. The greater danger lies in the fact that an unwelcome task may be thrust on a little one who would cheerfully do something more difficult at a happier moment.

Let him help feed the birds. Hand up a "fat ball"—any scraps of meat made into a ball—and suspend from a free branch. Watch the birds flock to it!

"Look! That greedy bluejay took

the big piece. The poor little wren had none. What a shame!"

The child will run for a piece of meat for the little wren and will henceforth watch for unfair treatment, learning to protect the weak.

Let him learn the habits of wild things. If he brings home a hungry kitten or stray cat, always let him feed and care for it.

"Suppose you build a little home for Tibby in that sunny corner of the yard. Here is a nice old blanket and a box for a sleeping place."

COMMENTS

It is not safe to moralize with the child on the need of showing similar kindness to people or to other animals. The lesson is sufficient in itself. Applications will be made without any assistance. Practice in sympathetic care of one or a very few pets will deeply impress the need of sympathy for their various needs. That is entirely adequate.

As the child's experience broadens, his interest will expand; the emotions of sympathy will spontaneously appear and increase with the budding of his emotional faculties.

Vague ideas are floating around in his brain without reaching the motor centers. These ideas are focused into directly sympathetic habit only by kind acts performed of his own free volition. Cruelty is a hideous fault, but remember before seven years of age it is unconscious, being merely experimental. For instance, your son ties a can to "Tibby's" tail and laughs to see her frantic efforts to dislodge it.

You may say something like this: "Sonnie, by tying the can to poor Tibby's tail you have nearly killed her with fright. Poor pussy! Stroke her while she is in my lap; poor thing, her ears are laid back when she sees you because she fears you will tease her again. Mother knows you didn't mean to be cruel. You wanted to see what she would do, but you made her suffer dreadfully. I hope you

will not do that again. It has made mother unhappy."

Of course he was only anxious to see how the cat would act. He was merely curious; utterly careless. You have asked him to pet the poor cat, proving you know him to be really kind and loving to it.

EXAMPLE

STRIPPING THE CHICKENS

Dire commotion in the yard caused mother to come to the barn in haste. Imagine her surprise as she opened the door, to see several hens fluttering about, half naked, amid a confusion of loose feathers. In the midst of the hubbub stood the youngest member of her family, John, aged five, holding a chicken with all his sturdy might, while a neighboring child, Malcolm, of about the same age, was stripping off the feathers with a will.

"John Malcolm! What are you doing? What does this mean?" she exclaimed.

The children, startled and shamed, relinquished their employment; Malcolm, with an extremely red face, dropped his head in silence and busily measured a crack in the floor with his bare toe; while her own son, the little face looking guilty as if all was not right, stammered: "Nothing, mother! Nothing! We were just undressing the chickens!"

"Oh dear! Oh dear! The poor chickens! How you have hurt them!" cried the mother.

She told Malcolm to run home, and led John by the hand to the porch of the house, where he took his seat on the upper step and waited. His mother sat down and quietly resumed her sewing, but she did not say anything. Finally the child could endure the silence no longer; and, voicing, no doubt, his own inward feeling as to the thing which he deserved, questioned, "Are you going to whip me, mother?"

"No, son," she replied, after a moment's thought, with a little quiver in her voice.

John sat quietly while the twilight and hush of the summer evening fell about them. He was evidently considering the matter, for he tried to study his mother's face and looked frequently in the direction of the hen-house.

After he had gone to bed his mother heard him softly crying, with his head buried in the pillow. Immediately she gathered him into her arms. "What is it, son? What is the matter?"

"I can't help thinking of the cold chickens," he sobbed. "I wish I could warm them."

"Just try, dear, always, to *think* before you do things to people or animals that seem queer to you. Then you will seldom hurt anything or anybody. Kiss mother, darling. It's all right now."

PETS

If you suspect a disposition to cruelty, give the children large pets: a pony, a Newfoundland dog. Cultivate the spirit of love for animals. A little boy was

cured of cruelty by learning to teach his pony tricks. This must be done under direct supervision of a responsible, older person, and is merely a direction of misapplied energy along normal lines.

Teach a girl unselfishness by means of suitable pets. A dog is less likely to carry zymotic diseases than a cat; that is, if you keep him clean in coat and stomach by frequent bathing and scanty, wholesome food.

A fox terrier is a good dog to buy, as he is reliable, kind and hardy. Daughter will learn unselfishness playing with him; his hearty gamboling will develop the man side in her nature; helping on the sterner good sense that she will need in coming years.

Never let children see anything killed. More statistics of cruelty to animals come from country districts than from large cities. This is partly due to the fact that on farms boys continually witness the slaughtering of animals for food, and become brutally callous to animal suffering.

Hatred in children is rare, except as the result of extreme cruelty. It is an attribute of the physically unsound, notably the child of marked tubercular tendency, or one more or less a degenerate in other ways.

If there has been no fundamental injury to the nervous system; if there is no weak spot in the hereditary make-up, take the child to a first-rate neurologist and follow his advice in the matter. It is far too serious a fault to be overlooked or dealt with by unskilled hands.

LESSON 5

AIM

To substitute love for hatred.

DEFINITE INSTRUCTIONS

LOVE, NOT HATE

"Darling, it makes mother so unhappy to have her little boy dislike people. What has poor little Maurice done that you should say you hate him?"

"I don't know, mother. I just hate

the way he looks and talks and—everything.”

“Can you tell mother why? Mother wants to help you and she can’t if you don’t help her to understand.”

“Well, he won’t play as we all do.”

“Why is that?”

“He says his mother says I’m rough and broke his glasses!”

“Did you?”

“I didn’t mean to hurt him, mother. And he says he knows lots more than I do, and more than father or you or anybody, so, of course, I hit him.”

(Don’t laugh.) “Well, dear; Maurice is a very silly little boy to talk that way. He is an only child; and has aunties who pet him and perhaps spoil him just a little, so you must love him the more that he is less strong than you and has, oh, so much less to make him happy. Then isn’t it sad that poor Maurice has to wear glasses? Wouldn’t you be sorry if you could not see? Isn’t that enough to make you sorry and loving to poor little Maurice? And, he has a long, long

walk to school every day; and his poor fingers are red with the cold."

"But even Miss Grimes says he is the meanest boy in school!"

"If he is, dear, haven't we found plenty of reasons to make him so?"

"Try not to think about him, but if you do, just say to yourself, 'He is a poor, weak, lonely boy, with lots of things to make him unhappy. I'll try to be kind to him if I can. And if he shows he does not want me, I'll just let him alone. I won't ever fight, or say I hate him.' Will you try this?"

COMMENTS

You are guarding against a real hatred. The child disliked is repulsive to your delightfully normal boy and it is natural.

He may avoid Maurice whenever possible if he so desires; but he is to be kind to him when he has to meet him. He will then become indifferent to him. This is all that can be asked of a child or anyone we do not actively love or like.

Teach your boy to accept the better viewpoint; to remember that real fun is not a joke at another's expense, but a funny story or incident that all can enjoy. Real humor is laughing *with* never *at* others. True happiness is communicated joy.

SYMPATHY LOOKING TO THE COMFORT OF OTHERS

If you have succeeded in winning the entire love of your boy you need never pose for him as sympathetic. Just be yourself. He has already crowned you the Athena of his consciousness.

LESSON 6

AIM

To teach a child of twelve to enjoy giving pleasure.

DEFINITE INSTRUCTIONS

A TREAT FOR FATHER

Watch for an opportune moment and say to all the children, "Father is working late at the office tonight and will come

home tired; shall we surprise him by making the living-room bright with flowers like a birthday? Mother is going to cook these oysters the way he likes; and Eleanor will love to play at being a Brownie (Scottish household fairy who 'does chores'), and get father's chair and slippers and meet him just the moment he opens the door. Mother will cook a dainty supper. The rest of you help with the flowers and prepare to join Eleanor in giving father a grand welcome."

COMMENTS

Eleanor will feel quite important; and *so* proud when the tired father shows by his kind smile how he appreciates the tender effort made to sweeten his homecoming. His words will linger in her memory a long time.

Altruism is not a childish trait; and it is a question whether extreme self-abnegation is to be striven for. A child who habitually gives up his pleasures and toys to his more egotistic brothers

and companions is apt to lose individuality, becoming hopelessly crushed and down-trodden in aspect.

Try to strike a happy medium between egoism and altruism. It is saner for the average child and a broader basis for future altruistic development than precocious self-sacrifice, which is often merely a pose.

When your child is four years old teach him to share his little dainties.

You cannot begin too young to train your child along the lines of unselfish action. You can curb his greedy instinct while he is a baby by feeding at the time suggested by your physician, and at that time only.

Tell the boy privately that it is selfish to eat noisily at table because it disgusts others. Do not tell him, as Mrs. Black told her boy, he is "eating like a cannibal instead of a Christian." This made her boy take still larger pieces, for he thought it "the most *fun* to be a cannibal."

Her boy was not naughty. He simply demanded color in life and was constantly

goaded by having anæmic "sissies" held up to him as models. This was unintentionally selfish in his mother. She wanted a quiet home at this price of his vitality.

Then too, be sure of your values. Do not think unselfishness is always giving up. This may be laziness. It is easier for some natures to have everything taken away than to stand up honestly for their just belongings. This is not right or desirable.

A good type of unselfish person is one who is perfectly polite, kindly, courteous and charming. Children must learn to share with each other. You may say:

SHARING CANDY

"Nadine, your candy will not taste very good unless you give some to Jasper. He is looking at that pretty piece of chocolate with a rose leaf on it! Mother will take one piece, Jasper one piece; now there is another for you. Now we are all eating rose-chocolate. Isn't that fun?"

Nadine will laugh and try the same plan with the other pieces. It will become a game. In this way she will learn fairness, unselfishness and a sense of humor.

Without such training she will grab her brothers' toys, and early use her sex as a motive power to gain her own ends. This is a bad start in life.

A domineering boy is apt to try to boss his sisters. As girls are often weak in will power (not more unselfish) they give in to avert a quarrel.

PROBLEM

"My boy is getting too selfish for any use. He simply has to be catered to all the time. He never shares anything with his brothers and sisters. Please tell me what to do."

SOLUTION

In the first place never call attention to the selfish trait. Suggestion plays a very large part in curing or intensifying

the habit. For example, a fellow in college was reminded by his roommate one day that he was selfish. The result was that this fellow became ten times more selfish after his attention had been called to the trait than he ever had been before.

You will find that suggestion operates even more strongly in the case of children. If you tell your child he is selfish, and permit him to think of himself as selfish, you make it much easier for him to act selfishly.

Make frequent use of the positive suggestion that your child is generous. Make this suggestion, of course, only after he has done something on which it is natural for you to put that interpretation. Just as some parents spoil their children by telling them they never mind, so you can develop the habit of selfishness by looking carefully for all the small instances of generosity that you can find and by suggesting that your children are always generous and thoughtful of others.

Smiling and showing approval of little acts of kindness will serve as immedi-

ate rewards for those acts with the result that similar acts in the future will be encouraged.

LESSON 7

AIM

To restrain a boy of ten from dominating his sisters.

DEFINITE INSTRUCTIONS

A REMEDY FOR A BULLY

"Floyd, give the doll to May; and you can help her build a house for her babies in the yard. There is a large box in the attic that will make a beautiful baby house. May, pack the doll's trunk and get them all ready to go to the country. Floyd is a farmer who will have them to board for the summer, aren't you, Floyd?"

COMMENTS

You can turn a crisis into a game. A boy is quick to turn to a new play and delights in mother's giving suggestions.

May will pack the trunk, perhaps with bad grace, as her vanity in giving up is piqued. Do not heed it.

Discourage tittle-tattle.

NO WORD OF GOSSIP

"Mother does not want to hear about the little girls unless they are your *friends*. You surely would not talk against them, even to mother." The daughter sees the point; soon learning that a nice woman divides her little world into friends and strangers. She never disparages anyone. Pleasant and distantly polite, she does not seek the acquaintance of any but those to whom she is drawn by special attraction. Consideration, which is unselfishness, demands this attitude.

To her friends she is loyal, constant and true, never mentioning their names or deeds save in love, never allowing others to speak their names lightly.

Never let your daughters hear you gossip. An unselfish woman never gossips,

as it is anti-social, involving cruel criticism.

A common form of selfishness is the giving of gifts as bait.

May wishes to be asked to be maid of honor at a wedding. She gives an unduly handsome gift as a means to an end. This is odious, and apt to degenerate to actual snobbishness.

May may be jealous. It lurks in cold, passionate natures incapable of ordinary affections.

LESSON 8

AIM

To uproot jealousy by giving a widened viewpoint to a girl in the 'teens.

DEFINITE INSTRUCTIONS

JEALOUSY

"You must see that if Grace had not won the prize, it would have gone to some other girl. You could not have

won it. You are clever at needlework. Grace is clever at painting. What does it matter if fifty people win prizes? Don't you see, dear, it is not your business? Try to do as artists do when they want to see how their pictures are coming along. They step right back away from the canvas; then they look for the *values* as they are called, the relation of the different parts and colors of the painting seen as a picture—as a whole, as we see a landscape from a window; not as they see it—only one item at a time as they paint it. It is foolish and unhappy even to heed which girl wins.

“Try at school to do your best in each subject. Mother does not care for prizes. She would rather have you happy and loving with your schoolmates than bringing home any prize at all. Try not to care so much for the little things. What will it matter even a year hence if you or A., B. or C. wins that prize?

“Just sit down now and write on a piece of paper all the nice things you can about Grace; and see if at the end you do

not feel that you love her, and are glad she won the prize instead of you, because she *paints better than you*. Just as if you were a stranger and didn't know her but wanted the *best to win*.

"You certainly did not care for the prize. You do not like painting; you do not need a new paint box."

COMMENTS

This helps to give her a broad view and to show her the pettiness of jealousy. She is learning to displace it by its opposite—love.

The boy is the frank egoist, but being frank, more easily tamed into a loving, unselfish boy.

The girl is the covert egoist, the racial wire-puller. Naturally sometimes she regards her husband as provider only, and her children as her property to mold as she molds her jellies.

If the boy is unwilling to do a kindness, do not carp at his attitude. Say:

"All right. Mother thought you

would like to go. She will take the letter herself later."

DOING AN ERRAND

This suggestion may awaken his conscience. He knows mother has the plans for her afternoon all laid out; that it will greatly inconvenience her to alter them. Let him alone and he may offer to go of his own initiative in a little while. If so, he is co-operating with you after at first refusing to do so—a great point gained.

By sympathy, then, your child realizes his community instincts, his civic obligations, which at their highest significance embrace generosity, altruism, unselfishness and brotherly love.

From a source of inspirational understanding, he is led to discriminate between the apparent pleasure of solitary, unshared booty and social spirit of share and share alike, with its richer accretions of actual sensory gain.

His self-protectiveness is transmitted to protective pity for those weaker than himself. His self-love widens to embrace

his friends and even those with whom he may be personally unacquainted, to whom he is bound by the ties of a common humanity.

His dawning regard for others teaches him the law of "live and let live" by which he recognizes the rights of others and the limitations of individualism, considered as such. By so doing he realizes the reason for the inception of social virtue.

In the chapter on religious training our discussion makes concrete those mental qualities which the more emotional nature of the sympathetic virtues leaves abstract. Religion co-ordinates sympathy with action; even as sympathy co-ordinates confidence (trust in one another) with honesty, preparing the mind for definite rules in applied morality under the heading of religious teaching.

PROBLEM 1

"Even our child only eighteen months old shows decided signs of jealousy. Will you advise a cure?"

SOLUTION

Jealousy in a child as young as eighteen months is not uncommon. While it is a habit, yet it will not be nearly so difficult for you to overcome as if the child were several years older.

Let us look first of all to the causes of jealousy. Perhaps the most common cause is that the child feels someone else is treated better than he is. This idea is very often fostered by an older child who has a slight tendency to bully. That is, an older child may, through his love for teasing, hold up something which the younger child cannot have, merely to taunt the latter.

Jealousy is also caused by simple imitation. When any member of a family is seen by a younger child to assume the attitude that it is not getting a square deal, the younger child very quickly will assume a similar attitude. And after the child is allowed to practice assuming this attitude on a few consecutive days, it becomes a habit.

To cure this habit, the causes mentioned must be entirely removed. When you have playthings or candy or anything to give the children, divide them in such a way that all will be satisfied. Laugh and make them all have a good time. Simply do not tolerate any one child to compare his gift or privilege or possession with that of anyone else. Comparisons stimulate children to jealousy. Therefore, do not permit them at all.

To avoid antagonizing the child who begins making a comparison, say something like this, "Yes, yours is nice, and *brother's* is nice *too*—they're *both* nice." The child who started to make the comparison will probably not continue after your tactful remark, but if he should, you should speak to him in a low, serious, confident tone, letting him understand that he is to discontinue making comparisons between his possessions and those of others.

Also, do not allow an older child, or anyone in your family to talk about being "put upon" or about others being

more fortunate in any way, because this not only makes a bad example, but the habit itself in the one speaking only brings more unhappiness.

I should advise you to make it a point to search out the good points in others about you and tell these in your children's presence. If you accustom your children to it while they are young, they will learn actually to like to hear and tell about the good points and traits in those about them—as well, in fact, as poorly trained children seem to like gossip and fault-finding. And the difference in the amount of happiness they will get out of life is remarkable.

Approve your children a great deal and, as a general rule, make it a point to approve all the children in your presence in some way rather than singling out someone. The spirit of jealousy will gradually leave your home, and feelings of pleasure and happiness will take its place.

PROBLEM 2

"My oldest daughter is so discontented and irritable by spells. Whenever she makes a visit to my sister's or is with anyone who has more than she, she is miserable over it. I attribute much of this to the fact that, during the first few years, she was the only grand-daughter and was spoiled by having more than was good for her. She now thinks too much of money and style and has no idea of being thoughtful or helpful."

SOLUTION

Well-meaning but unwise grandparents often do great injury to grandchildren. I can very easily imagine that your analysis as to the cause of your daughter's tendency is correct.

Never say anything that implies or suggests to your daughter that you see in her any tendency to be discontented or irritable or selfish. Do not even talk about selfish people.

Work on her in a positive way. You want to develop a spirit of altruism. Talk about altruistic persons. Bring them into the conversation at every opportunity and speak of them with greatest approval. Talk about good deeds and acts of kindness.

If you have a copy of the Red Cross Magazine, show her some of the colored pictures and thus naturally lead in conversation to the wonderful gifts going over from this country to the poor sufferers in Belgium and other war-stricken countries. Make it a point to talk to other women in her hearing about kind deeds.

Consistent talk of the kind suggested, with never the slightest hint of selfish motives connected with acts of kindness, will gradually shape her ideals. Perhaps you will not see results of this at once, but there will be results just the same. Ideals and proper ideas entertained long enough will influence the life.

In addition to building up proper ideals

in the manner suggested, it is essential to get her into the habit of doing kind acts herself. The best method by which this is accomplished is first to get on the good side of her. Take a little trip with her. Talk with her, managing tactfully to keep on the most friendly terms with her all the time.

To get her started in the right habit, use "leading suggestion." That is, make it seem like a very small, insignificant thing—in fact, so small that she would not think of refusing to do it. Perhaps it will be taking something to a neighbor—preferably *with you*. It is a good idea to get her started to doing things with you. Perhaps at first you could do the giving yourself. This will set the proper example before her. She will see the friendship and good feeling resulting from the act both on the part of the receiver and giver. The one receiving the gift probably will return the favor before long. If this is done when the daughter is not present, speak to your daughter about the good heart your

neighbor has. Suggest that you find it impossible to get ahead of Mrs. Jones in giving because she is so kind and "always gives me more than I ever send her."

As soon as you get your daughter to the place where she actually derives pleasure from doing a favor, you have gained your point.

*All that I am or ever hope
to be I owe to my mother*

Abraham Lincoln

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